

## Keyfiyyətli müəllim, yoxsa keyfiyyətli tədris

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**Annotasiya** Müəllimlər gələcəyin işçi qüvvəsini hazırlayan şəxslərdir. Yüksək səviyyəli müəllimlərin keyfiyyətli tədris strategiyası, öz bacarıq və biliklərini ustalıqla tətbiq etmə bacarığı şagirdlərin nəticələrinin yaxşılaşmasında çox vacib rol oynayır. Bununla yanaşı, müəllimlərdən nəzəriyyə və innovativ ideyaları praktikada tətbiq etmələri tələb olunduğu zaman müəyyən problemlər yaranır. Belə ki, sinifdə peşəkar keyfiyyətlərə və bacarıqlara malik müəllimin olması şagirdlərin yüksək nəticələr göstərməsi üçün yetərli deyil. Yaxşı hazırlanmış təlimat prosesi və güclü dəstək olmadan keyfiyyətli təhsilə nail olmaq qeyri-mümkündür. Müəllim keyfiyyəti və tədrisin keyfiyyəti bir-birilə sıx bağlıdır, bunlardan hər hansı biri olmadan şagirdlər ciddi uğur qazana bilməz. Bu məqalədə müəllimin keyfiyyəti ilə onun tədris keyfiyyəti arasındakı əlaqə haqqında məlumat verilir və əsas problemlər müzakirə edilərək, yüksək nəticələrə dair təkliflər ortaya qoyulur.

**Açar sözlər** Tədrisin keyfiyyəti, keyfiyyətli müəllim, innovativ ideyalar.

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## Teacher quality vs. Teaching quality

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**Abstract**     Teachers are the individuals that prepare the future work-force. High caliber teachers that conduct high-quality teaching by integrating their skills and knowledge into their instructional time are central to improving student outcomes. However, the key challenges start when teachers are asked to put theory and innovative ideas into practice without getting much guidance on how to do it. Thus, having a high-quality teacher who can bring her/his professional attributes and skills into the classroom is not enough to achieve higher gains in student outcomes. Without a well-prepared instruction process and strong support, quality teaching is impossible to achieve. Teacher quality and quality teaching are highly interconnected, one without the other can do little for student success. Policy strategies should align with a clear vision for talented teacher recruitment, preparation, professional learning, and ongoing evaluation that can significantly improve system performance. This policy brief will provide background information on interconnection of teacher and teaching quality, discuss key challenges, and propose solutions to for higher outcomes.

**Keywords**     Teaching quality, teacher quality, innovative ideas.

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## **Background**

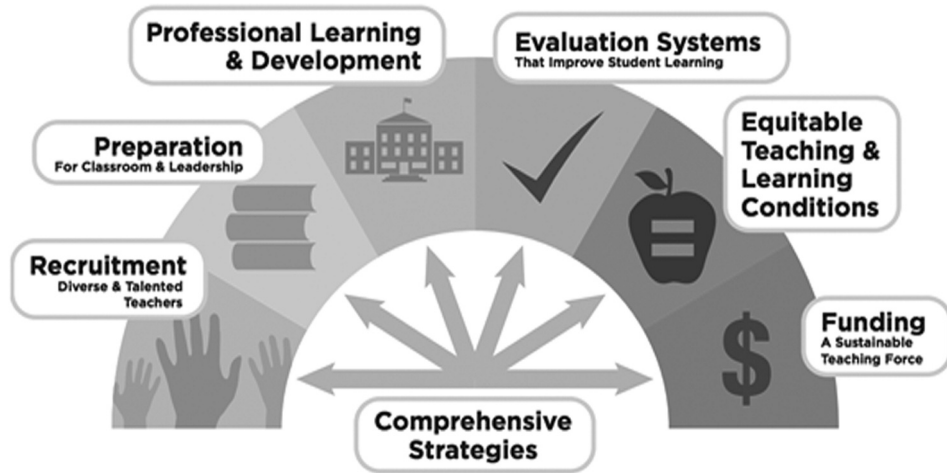
Understanding what makes a competent and qualified teacher, along with quality teaching, is essential to ensure learning. Teacher quality and quality teaching are the most important and critical school-based determinants of student learning; they are the backbone of high-quality public education that can significantly influence student achievement (Rivkin, Hanushek, & Kain, 2005). Linda Darling-Hammond (2017) defines teacher quality as a bundle of personal traits, skills, and understandings that an individual brings to the teaching process. Teaching quality, separate from teacher quality, refers to strong and well-planned instruction that reaches a wide range of students, meeting and aligning the needs of students in a particular context (Darling-Hammond, 2017). Although teacher and teaching quality are two separate dimensions of the teaching process, they are significantly interconnected and have a considerably high impact on student outcomes. The teacher attributes such as strong content knowledge, pedagogical skills, understanding the audience, their differences, and difficulties significantly influence the teaching quality. Many other factors such as supporting learning for all students, and conducting teaching in a fair and unbiased manner and promoting collaboration – not only with other professionals but among students – are essential characters of a highly effective and qualified teacher. Unfortunately, no common checklist can identify teachers that will do well in their classrooms. Instead, scholars argue that a high-quality teacher is someone that consistently evokes large gains in student learning (Weber, 2010). Teacher quality is a fundamental part of quality teaching, and it is significantly influenced by other factors such as the context of instruction. A great teacher may fail to offer high-quality instruction when s/he lacks adequate teaching materials, tools or supports in the form of feedback. Thus, strong teacher quality may increase the probability of effective teaching, but it is not a guarantee for higher outcomes.

## **Problem statement**

Research argues that getting the right individuals into the teaching profession, building their capacity and skills, and establishing policies that promote ongoing learning and growth can be a challenging task to achieve (Darling-Hammond, 2017). Teacher capacity, a crucial factor in shaping student outcomes, is one of the primary challenges that influence educational opportunities for students in low and middle-income countries. Less qualified teachers lack understanding and the ability to educate children effectively. Thus, unfortunately, lack of sufficient growth in teachers' knowledge and skills in how to best educate children results in poor proficiency outcomes in academic areas such as reading, writing, and mathematics.

According to World Bank (2018) report, only about one in ten fourth-grade teachers master their students' language curriculum, and about a quarter of

Key challenges	Proposed solutions
Lack of qualified individuals in the teaching profession	<p><b>Recruiting talented individuals into the teaching profession:</b> Improving the teacher talent pool must be one of the core actions for higher quality. Attracting the best minds into the teaching profession and raising the bar on teacher preparation is the first step to ensuring quality in the teaching field and it can have a positive impact on student outcomes. Policy strategies must focus on involving only capable, well-prepared and high caliber individuals into the teaching profession. Linda Darling-Hammond (2017) suggests that universities and colleges that prepare future teachers should set high standards for prospective teachers to better equip them with effective teaching strategies and provide instruction on educating students from diverse backgrounds. The policies should be embedded into the system to produce talented and high-quality teachers that can foster effective teaching and learning processes to meet the demands of the global economy.</p>
Low teacher capacity and content knowledge	<p><b>Preparing teachers to be ready for the classroom:</b> Fostering and supporting quality teaching is the foundation of high-quality education. Teachers must make sure that all students, not just some, have the necessary skills and knowledge to be successful in the modern workplace and society (Linda Darling-Hammond, 2017). To achieve this goal, teachers should be well prepared to encourage students to overcome their educational challenges by helping them understand their abilities and potential to be successful. Failures and frustrations are unavoidable in the learning process; however, effective and high-quality teachers must have a positive attitude toward student challenges. Thus, creating a supportive classroom culture and promoting focused efforts to use positive language with students during the instruction process will have a substantial impact on students' academic and socio-emotional outcomes.</p>
Limited professional development opportunities	<p><b>Supporting ongoing professional learning and development:</b> Creating a focused professional development program to help teachers be adequately prepared for their jobs is important. A key component of the professional development program must focus on knowing which teachers need what kind of help to successfully match teachers with students' needs. Research argues that a critical goal to increase quality in the teaching profession is to invest in knowledgeable practitioners who can make sound decisions about how to shape their teaching strategies for the specific student population they teach (Darling-Hammond, 2009). To increase effectiveness, policies should also focus on promoting opportunities for teachers to collaborate and engage in professional learning with more synergy and harmony.</p>
Inefficient monitoring and evaluation system	<p><b>Developing an efficient evaluation system focused on student learning:</b> Developing a school-based monitoring and performance evaluation system can be an effective system and practical tool to improve teacher practices in a timely manner. Constant reflections and feedback among teachers on their performance can considerably increase teaching quality. It is a commonly recognized theme that good teaching requires a broad knowledge of content and pedagogy, and understanding characteristics of each student during the teaching process. Using a rigorous evaluation plan can help a teacher improve their practice by using feedback and collected data to take necessary steps towards addressing their needs for improvement.</p>



Source: The Stanford Center for Opportunity Policy in Education (SCOPE)

teachers fail to answer simple tasks such as subtracting two-digit numbers or correctly completing a sentence. Thus, poor general knowledge translated into poor teaching skills and low-quality teaching in the classroom.

Although having a strong background in the subject matter is necessary for quality teaching, it is not sufficient for good teaching. A teacher should be equipped with necessary skills in order to translate their subject knowledge into effective pedagogy and use practical tools to teach successfully in their classrooms. Furthermore, to conduct effective teaching, teachers should prepare well-designed and well-structured lessons to educate their students. Teaching is not the only important factor for higher outcomes, and they must also be able to assess student capabilities and respond appropriately. Thus, the interaction between teachers and students in class significantly defines the process quality.

Conducting an effective learning environment requires a set of skills and tools for better outcomes. Thus, recruiting talented individuals, preparing them well for teaching, and providing supportive evaluation systems are comprehensive strategies that provide equitable teaching and learning conditions for all students.

### **Coherent framework: teacher quality and quality teaching**

Three dimensions of teaching practices outline an important framework for higher quality teaching and better outcomes for students: *Classroom Culture, Instruction, and Socioemotional Skills*.

1. **Classroom culture** is a joint set of beliefs, attitudes, and behaviors of teachers and students (World Bank, 2018). The teacher is a key player in the teaching; she/he is responsible for making the learning process effective by developing a positive culture, creating a supportive learning environment, and setting positive

behavioral expectations. Teachers who are successful in creating a positive environment that helps their students feel supported in their learning and encouraged to meet high academic and behavioral standards can have significant positive effects on student academic outcomes (World Bank, 2018).

Students come from different family and cultural backgrounds, and they bring their emotions and behaviors to the classroom with them. Research argues that one of the most crucial aspects of a positive classroom culture is to convey respect and caring towards students (World Bank, 2018). Socially and emotionally competent teachers understand the impact of their actions on their students; therefore, they set themselves as a positive role model for their students by treating them with respect and care (World Bank, 2018).

Another essential factor of classroom culture is using positive language with students during the instruction process. Research finds a strong correlation between positive praise and student motivation (Henderlon & Lepper, 2002). Students who receive positive praise while doing activities show positive results in their behavior during the learning process. Furthermore, besides supporting students and treating them respectfully, being responsive to student needs is crucial in creating a positive classroom culture.

**2. Instruction** is a fundamental and critical element of student learning (Carver & Klahr, 2001). Effective and successful teachers instruct students in a way that encourages critical thinking and analysis during the learning process. Although teaching subject matter effectively is an integral part of the teaching process, other important aspects significantly influence the overall instruction quality. Successful teaching focuses on facilitating the lesson by integrating the lesson objectives that are aligned to the learning activity, teaching the subject content by connecting it to the example from students' daily lives and promoting a critical thinking process.

Furthermore, teaching quality heavily depends on constant monitoring and evaluation of the teaching process. Teaching is a chain process, and one missed step can result in a huge gap that can lead to lower student outcomes. Effective teachers do not move from one topic to another without checking for understanding by using questions and other strategies to know students' level of understanding and to adjust their teaching style and temp to the level of the students (World Bank, 2018). Teachers who use different strategies to adapt their teaching style to meet the needs of their students can play a critical role in helping them achieve strong gains and reach their full potential. Moreover, increasing the quality of teaching and initiating an honest feedback can significantly improve the teaching and learning process. Giving feedback by specific comments and suggestions can encourage students to think critically and improve their analytical skills.

Thus, teaching quality is not defined by only successfully instructing on the subject matter but also making links between content and real life, and providing useful feedback that can be used towards improving student performance. Effective teachers encourage collaboration between students and peers within

the classroom in small-group activities that promote an active and positive learning environment.

3. **Socio-emotional skill development** plays a critical role in the academic achievement of students (Korpershoek et al., 2016). High-quality teachers understand the importance of developing socio-emotional skills to encourage students to succeed both inside and outside the classroom. Effective teachers also foster autonomy in their classrooms to provide students with opportunities to make choices and take ownership of their learning by creating a learning environment that is built around their interests and preferences (Korpershoek et al., 2016). Also, effective learning environments produce demanding academic experiences in a socially-supportive classroom environment (World Bank, 2018). Carefully using choice in a classroom setting, matching students' needs with their interests, and letting them express their opinions can lead to positive behavioral and socio-emotional outcomes. Moreover, fostering social and collaborative skills by encouraging collaboration among students can significantly help students improve their interpersonal skills, emotion regulation, and social problem solving (World Bank, 2018). Promoting such collaboration also has great benefits for students' socio-emotional development and their academic performance.

## Conclusion

A key to successful education reforms lies in profound changes in instructional practice and dimensions of teacher quality. Unfortunately, there are no silver bullets to fix and improve teacher quality and teaching quality. To improve the success of teacher policies, programs that support and improve teacher and teaching quality should not only focus on gathering information on the effectiveness but also focus on using data as a practical tool to improve their performance. Thus, enforcing stronger teacher policies and implementing programs that promote quality teaching can significantly improve educational outcomes.

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